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ABSTRACT

Designed to measure attitudes toward reading at any specific point and to measure changes in attitude toward reading, this instrument consists of twenty items selected from "An Inventory of Reading Attitude" devised by the Department of Education in San Diego, California. These items were modified by being stated in behavioral terms and in declarative statement form, and a panel of experts (professors of children's literature) checked the content validity. After being administered to a select group of fourth through sixth graders, validity was checked further by the item analysis technique. The split-halves coefficient was .76, and the Spearman-Brown Prophesy Formula reliability coefficient was .86. [This document is one of those reviewed in the Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (intermediate), and describes the instrument's purpose and physical characteristics.] (JM)

NCTE Committee on Research

The Research Instruments Project (TRIP)

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The attached document contains one of the measures reviewed in the TRIP committee monograph titled:

Measures for Research and Evaluation
in the English Language Arts

TRIP is an acronym which signifies an effort to abstract and make readily available measures for research and evaluation in the English language arts. These measures relate to language development, listening, literature, reading, standard English as a second language or dialect, teacher competencies, or writing. In order to make these instruments more readily available, the ERIC Clearinghouse on Reading and Communication Skills has supported the TRIP committee sponsored by the Committee on Research of the National Council of Teachers of English and has processed the material into the FRIC system. The ERIC Clearinghouse accession numbers that encompass most of these documents are CS 201 320 - CS 201 375.

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CS 201 342

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
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URBANA, ILLINOIS 61801

Category: Reading

Title: Intermediate Reading Attitude Index

Author: Annelle Powell

Age Range: Intermediate

Description of the Instrument:

Purpose - (1) To measure attitudes towards reading at any specific point, and (2) to measure changes in attitudes towards reading.

Date of Construction - 1971

Physical Description - This instrument was based on "An Inventory of Reading Attitude" devised by the Department of Education in San Diego, California. The San Diego instrument, devised for use with students in grades one to six, included twenty-five questions with alternate answers of "Yes" and "No". The items, each in question form were stated in affective terms, e.g. "I like to read ...". Whereas "liking to read" is essentially attitude, statements in such terms do not describe any behavioral activity. Another limitation of the San Diego inventory involved the limited choice of answers. Yes/No alternatives may be very direct, but they disregard the child who is somewhere between "yes" and "no". Furthermore a radical change in attitude may be necessary to convert one's answer from "no" to "yes". It is possible that a child could experience a change in attitude but that change may not be great enough to elicit a change in response.

The twenty-five items on the San Diego inventory had been selected from 114 items after a pilot study was conducted and item analysis revealed the twenty-five items as having the

greatest discriminating power. These twenty-five items were modified for the Intermediate Reading Attitude Index in such a way that they were restated in behavioral terms and in declarative statement form. The Yes/No answers were replaced by a five-point scale ranging from "almost always true" to "almost never true". Each statement is read twice while the students read it silently. They are given the following instructions.

Circle "1" if the statement is true for you almost all the time.
Circle "2" if the statement is true for you much of the time.
Circle "3" if the statement is true for you about half the time.
Circle "4" if the statement is true for you some of the time but not much of the time.
Circle "5" if the statement is just about never true for you.

1. I read before I go to bed ... 1 2 3 4 5
2. I am a poor reader 1 2 3 4 5

Validity, Reliability, and Normative Data:

The form was submitted to a panel of experts (Professors of Children's Literature) as a check on content validity. Comments made by the experts were considered and used for further modification. This form was then administered to a group of fourth, fifth, and sixth grade students who on the basis of a list of seven criteria were selected by the teachers as displaying the most positive attitudes towards reading for pleasure, and the least positive attitudes towards reading for pleasure. Validity was checked further by the item analysis technique. Discrimination and difficulty indices were determined for each item and items having low discrimination were

further modified and submitted to a panel of experts for judgment, and again modified if necessary. The form was then administered to three classes of fifth graders who also had been identified as having the most favorable and least favorable attitudes toward reading for pleasure. The point biserial correlation between students with most favorable attitudes and students with least favorable attitudes was .76. Five items which yielded lower indices of discrimination than were desirable, were deleted from the Index. The split-halves coefficient also was .76 and when the Spearman-Brown Prophesy Formula was applied, a reliability coefficient of .86 was obtained.

Ordering Information:

EDRS

Related Documents:

"An Inventory of Reading Attitude," ERIC, Monograph No. 4, November, 1961.

INTERMEDIATE READING ATTITUDE INDEX

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Do Not Write · Fill in these blanks:

Grade: _____

Age: _____ Birth date: _____ (Month) _____ (Day) _____ (Year)

Circle: BOY GIRL

City, State: _____, _____

School: _____ Teacher's Name: _____

Your Name: _____ (Last) _____ (First) _____ (Initial)

Today's Date: _____ (Month), _____ (Day), 197_____ (Year)

DIRECTIONS:

This is not a test. There are no right or wrong answers. Just indicate how you believe each statement applies to you. Each statement will be read aloud to you twice as you read silently. The way you answer the questions will not affect your grades. Whatever you feel is true about the statement is correct. After the statement is read twice, circle the number that stands for your answer. Then wait until the next question is read.

Circle "1" if the statement is true for you almost all the time.	(1)	2	3	4	5
Circle "2" if the statement is true for you much of the time.	1	(2)	3	4	5
Circle "3" if the statement is true for you about half the time.	1	2	(3)	4	5
Circle "4" if the statement is true for you some of the time, but not much of the time.	1	2	3	(4)	5
Circle "5" if the statement is just about never true for you.	1	2	3	4	(5)

If you do not understand something, raise your hand and ask your teacher to explain it. Remember that this is not a test. The statements are to find out what you really think and do about reading for fun.

EXAMPLE: School starts in the morning. (1) 2 3 4 5

NOW YOU TRY THESE EXAMPLES:

When I'm in school, there is a teacher in my room.	1	2	3	4	5
Beds have three legs.	1	2	3	4	5

1 - almost always
2 - often
3 - sometimes
4 - not often
5 - almost never

CIRCLE THE NUMBER THAT STANDS FOR YOUR ANSWER

1.	I read before I go to bed	1	2	3	4	5
2.	I am a poor reader	1	2	3	4	5
3.	I listen when other people talk about the books they like	1	2	3	4	5
4.	Reading is my favorite subject at school	1	2	3	4	5
5.	I read when I can do what I want to do	1	2	3	4	5
6.	I am a good reader for my age	1	2	3	4	5
7.	I read catalogues	1	2	3	4	5
8.	I read aloud for other children at school	1	2	3	4	5
9.	I read recipes	1	2	3	4	5
10.	I read the newspaper	1	2	3	4	5
11.	I answer questions about books I have read	1	2	3	4	5
12.	I write poetry	1	2	3	4	5
13.	I talk about books I have read	1	2	3	4	5
14.	Reading makes me feel good	1	2	3	4	5
15.	Free reading time is the best part of the school day	1	2	3	4	5
16.	It is hard to write about a book I have read	1	2	3	4	5
17.	I read hard books	1	2	3	4	5
18.	I read poems	1	2	3	4	5
19.	When I have the chance, I help make plays out of stories that I have read	1	2	3	4	5
20.	I get good grades on reading tests	1	2	3	4	5

PLEASE CHECK YOUR PAPER TO BE SURE THAT YOU HAVE ONE AND ONLY ONE NUMBER CIRCLED FOR EVERY STATEMENT.

ADMINISTRATOR'S DIRECTIONS

FOR

INTERMEDIATE READING ATTITUDE INDEX

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TO THE TEACHER:

Please follow these procedures closely in administering the Index:

1. Please read all of the directions thoroughly before administering the Index.
2. Give a copy of the Intermediate Reading Attitude Index to each child in your room. It is to be administered to the entire group at the same time.

3. SAY TO THE STUDENTS:

   "This form has some statements about reading, especially about reading books for fun."
   "Look at the first page. In the top section, do not write in the blanks on the left side, but fill in the information requested on the right side of the page. On the top line, write in your grade, _____. On the next line, write your age today and your birth date. Next, circle whether you are a boy or a girl. On the next line, write the name of our city, _____, and our state, _____. Next, write the name of our school, _____, and then my name, _____. Then write your name - last name first, then your first name and middle initial if you have one. On the last line, write today's date, _____."

   (Make sure all students have completed this before proceeding.)

4. SAY TO THE STUDENTS:

   "Below are the directions for completing this form. Read these directions silently as I read them aloud."

"This is not a test. There are no right or wrong answers. Just indicate how you believe each statement applies to you. Each statement will be read aloud to you twice as you read silently. The way you answer the questions will not affect your grades. Whatever you feel is true about the statement is correct. After the statement is read twice, circle the number that stands for your answer. Then wait until the next question is read.

Circle "1" if the statement is true for you almost all the time. (1) 2 3 4 5
Circle "2" if the statement is true for you much of the time. 1 (2) 3 4 5
Circle "3" if the statement is true for you about half the time. 1 2 (3) 4 5
Circle "4" if the statement is true for you some of the time, but not much of the time. 1 2 3 (4) 5
Circle "5" if the statement is just about never true for you. 1 2 3 4 (5)

If you do not understand something, raise your hand and ask your teacher to explain it. Remember that this is not a test. The statements are to find out what you really think and do about reading for fun."

"Are there any questions?" (If there are questions, please answer them.)

"Now, let's look at the example. 'School starts in the morning.' The number circled is '1'. That means that school starts in the morning almost always. Are there any questions?" (Answer, if there are questions.)

5. SAY TO THE STUDENTS:

"Below the line, there are two samples for you to try. The first one says, 'When I'm in school, there is a teacher in my room.' Circle number 1 if you think that 'When I'm in school, there is a teacher in my room' almost always. Circle number 2 if you think that 'When I'm in school, there is a teacher in my room' often. Circle number 3 if you think that 'When I'm in school, there is a teacher in my room' sometimes. Circle number 4 if you think that 'When I'm in school, there is a teacher in my room' not often. Circle number 5 if you think that 'When I'm in school, there is a teacher

in my room' almost never." (Pause.)

"How many circled number '1'? Then you think there is a teacher in the room almost always when you are at school." (All the students probably circled "1". If not, explain any other answers and clarify if necessary.)

"Now look at the last sample. 'Beds have three legs.' Circle number 1 if you think 'Beds have three legs' almost always. Circle number 2 if you think 'Beds have three legs' often. Circle number 3 if you think 'Beds have three legs' sometimes. Circle number 4 if you think 'Beds have three legs' not often. Circle number 5 if you think 'Beds have three legs' almost never." (Pause.)

"How many circled number '5'? If you did circle '5' you mean that beds almost never have three legs." (If any other answers were given, please explain and clarify.)

"Are there any questions?" (If so, please answer them.)

6. SAY TO THE STUDENTS

"Now turn the page over. In the top right corner you see the answer that stands for each number. Let's look at these numbers and answers again. Number 1 stands for <u>almost always</u>. Number 2 stands for <u>often</u>. Number 3 stands for <u>sometimes.</u> Number 4 stands for <u>not often.</u> Number 5 stands for <u>almost never</u>."

"I will read each statement to you twice. After the statement is read, circle the number that stands for your answer. Then wait until the next question is read. Remember, this is <u>not</u> a test. The statements are mostly about <u>what you do</u> and <u>how you feel</u> about reading for fun."

"Now I will read the questions aloud twice as you read them silently." (Specify the number of each item before reading the statement.)

1. I read before I go to bed.
   Circle the number that stands for your answer.
   If 'I read before I go to bed' almost always circle number 1.
   If 'I read before I go to bed' often circle number 2.
   If 'I read before I go to bed' sometimes circle number 3.
   If 'I read before I go to bed' not often circle number 4.
   If 'I read before I go to bed' almost never circle number 5.

   (Repeat this same procedure for each of the subsequent statements.)

2. I am a poor reader.
   Circle the number that stands for your answer.
(Read twice and explain the meanings of the numbers as above.)

3. I listen when other people talk about the books they like.
   Circle the number that stands for your answer.
(Read twice and explain the meanings of the numbers as above.)

4. Reading is my favorite subject at school.
   Circle the number that stands for your answer.
(Read twice and explain the meanings of the numbers as above.)

5. I read when I can do what I want to do.
   Circle the number that stands for your answer.
(Read twice and explain the meanings of the numbers as above.)

6. I am a good reader for my age.
   Circle the number that stands for your answer.
(Read twice and explain the meanings of the numbers as above.)

7. I read catalogues.
   Circle the number that stands for your answer.
(Read twice and explain the meanings of the numbers as above.)

8. I read aloud for other children at school.
   Circle the number that stands for your answer.
(Read twice and explain the meanings of the numbers as above.)

9. I read recipes.
Circle the number that stands for your answer.
(Read twice and explain the meanings of the numbers as above.)

10.. I read the newspaper.
Circle the number that stands for your answer.
(Read twice and explain the meanings of the numbers as above.)

11. I answer questions about books I have read.
Circle the number that stands for your answer.
(Read twice and explain the meanings of the numbers as above.)

12. I write poetry.
Circle the number that stands for your answer.
(Read twice and explain the meanings of the numbers as above.)

13. I talk about books I have read.
Circle the number that stands for your answer.
(Read twice and explain the meanings of the numbers as above.)

14. Reading makes me feel good.
Circle the number that stands for your answer.
(Read twice and explain the meanings of the numbers as above.)

15. Free reading time is the best part of the school day.
Circle the number that stands for your answer.
(Read twice and explain the meanings of the numbers as above.)

16. It is hard to write about a book I have read.
Circle the number that stands for your answer.
(Read twice and explain the meanings of the numbers as above.)

17. I read hard books.
Circle the number that stands for your answer.
(Read twice and explain the meanings of the numbers as above.)

18. I read poems.
Circle the number that stands for your answer.
(Read twice and explain the meanings of the numbers as above.)

19. When I have the chance, I help make plays out of stories that I have read.
Circle the number that stands for your answer.
(Read twice and explain the meanings of the numbers as above.)

20. I get good grades on reading tests.
Circle the number that stands for your answer.
(Read twice and explain the meanings of the numbers as above.)

"Now that you are finished, check to be sure that you have one and only one number circled for each statement." (Pause long enough for the students to check.)

"Now I will collect the forms."